



## I-002 Communication and Collaboration

### Course-Embedded Internship Log - 1

Course Number: <i>EDLD 5326: School Community Relations</i>	Place of Activity Falls City ISD Falls City, Tx 78113	Time Spent on Activity <i>6 hours</i>
Description of the Activity	<i>Students develop a plan for a family-school-community partnership(s) to increase student achievement.</i>	
Personal Reflection/Learning:		

EDLD 5326: Designing School/Parent Partnership Project.

In reflecting about the parent involvement project I outlined... this is what came to mind...

Falls City ISD is a small rural town in south central Texas. It is a property poor district; however, parents travel between 10 minutes and 3 hours daily to and from work in order to provide for their families. Two direct results of parents travelling outside the district for higher paying jobs are that only about 19% of the student population qualifies for the national free and reduced lunch program and it is difficult for most parents to participate in evening school related activities. Falls City ISD parents do have high achievement expectations for their children. In most cases they work extra hard at home to provide good home learning environments and are willing to work with their children in whatever capacity they can to improve their child's academic achievement. As The TAKS assessment was implemented, parents were more than willing to attend training meetings and help their children learn, not only how to "read" the reading samples, but also how to apply those same reading skills to the mathematics, science, and social studies sections of the test. The project proposed is essentially an extension of that original training model being applied to the STAAR assessment methods. Over the summer teachers were exposed to new ways to build academic vocabulary lessons into their daily lessons. August in-service, provided teachers STAAR assessment training that introduced them to the new structure of future assessments and samples of ways to prepare their students to continue to achieve at the exemplary standard level. Teachers have been working on their own to integrate those lessons into their existing curriculum plans these first few weeks of school. Because the processes for the new tests are new, it makes sense to once again train our students' parents so that they can reinforce the necessary learning processes at home. According to the Epstein model, posted in October of 2001, by Mary G. Sanders in the Vol. 85, No. 627 issue of the NASSP Bulletin, (p.55), there are six types of involvement:

- (a)parenting—helping all families establish home environments that meet children's social, emotional, and physical needs, and helping schools understand families; (b) communicating—designing and conducting effective forms of two-way communication about school programs and children's progress; (c) volunteering—recruiting and organizing help and support for classrooms, school functions and student activities; (d)learning at

*home—providing information, ideas, and opportunities to families about how to help students at home with academic decisions, homework, and curriculum-related activities; (e) decision making—including parents in various aspects of school governance; and (f) collaborating with community—identifying and integrating resources and services from the community to strengthen and support schools, students, and their families; and from schools, families, and students to support the community.*

The project I have outlined will have aspects of each of the parenting, communication, volunteering, and learning at home types of parental involvement. Parenting because a new set of parents will be receiving this training as their students enter elementary school. They will learn ways they can establish a better home environment for their children. Communicating, because in order for the project to be a success, principals, teachers, and parents will rely on effective two way communication about the training meetings, how to implement the training at home, and student achievement. Volunteering because teachers will be volunteering their time and effort beyond the school day to introduce parents to the processes that must become fluent for each student in order for the campus to be successful and because parents will be volunteering their time to attend the training meetings and possibly to help other parents who might be struggling with ways to implement the training at home. Learning at home- because teachers will be providing parents with information, ideas, and processes that will reinforce at home what students are learning at school. Additionally, this project is directly linked to more than one student achievement goal in each campus and district improvement plan which are developed by site-based decision making teams composed of parents, teachers, business leaders and school administrators and adopted by the school board each year. I will need to present it to principal and superintendent shortly in order to get it underway in time to help our students this year.

Sanders, M. G. (2001). Schools, families, and communities partnering for middle level students' success. *National Association of Secondary School Principals. NASSP Bulletin*, 85(627), 53-61.

The project outline is included herein for your ease in assessing it. I will also post it on my wiki.

Parent/Teacher/Student study group preparation for STAAR. Note: Different than the project described in the Week 2 assignment, this one better meets the Parent Involvement Models presented in the readings.

Task	Who?	What?	When?
<b>Discuss project idea with Principal and superintendent to get permission to proceed.</b>	Principal candidate.	Project Approval	3 <sup>rd</sup> week of September.
<b>Determine what parents need to know about STAAR.</b>	Principal Teachers Princ. Candidate	Research STAAR assessment preparation materials and available parent information.	First two – three weeks of school.

Task	Who?	What?	When?
<b>Determine what training will be made available to parents to prepare them to help their children master new STAAR objectives.</b>	Principal Teachers PTO officers Princ. Candidate	Teacher/Principal/ PTO Meeting about STAAR	Fourth week of school
<b>Determine topics, timeline, and local teacher presenters for monthly STAAR training.</b>	Principal/Teachers Princ. Candidate	Teachers/Principal	Fourth week of school
<b>Determine if PTO is interested in becoming vehicle (organize the dates, times, babysitting, &amp; refreshments) to help train parents.</b>	Principal/Teachers/ PTO officers Princ. Candidate	Teacher/Principal / PTO Meeting about STAAR	Fourth week of school
<b>Determine need/funding availability for outside speakers-sync with parent preference dates for monthly training.</b>	Principal/Teachers/ PTO officers Princ. Candidate	Teacher/Principal / PTO Meeting about STAAR	Fifth week of school
<b>Determine, compose, and distribute content of parent letter. Place notice for meeting and purpose on school events calendar and in Notices on home page (English &amp; Spanish or with link to Spanish Page translator.) Place notice in local paper.</b>	Principal/Teachers/ PTO officers Princ. Candidate	Teacher/Principal Meeting about STAAR	Fifth week of school

Task	Who?	What?	When?
<b>Coordinate speaker(s) and teacher presenter, STAAR materials to be presented to parents at organizational meeting.</b> <b>Provide:</b> 1) sample writing 2) sample reading 3) sample math 4) sample science 5) sample SS 6) Video, local demonstration, and/ or explanation of best way for parent to help prepare child for each test. <b>On elementary campus be sure materials are available in Spanish for non-English speaking parents.</b>	Principal Lead teachers Third party presenters Princ. Candidate	Teacher/Parent Organizational Meeting	Sixth week of school
<b>REINFORCE PARENT LEARNING – GET FEED BACK- REPEAT WITH IMPROVEMENTS</b>			
<b>Provide specific training for helping students with Reading test prompts.</b> <b>Provide a Spanish set for non-English speaking parents.</b>	Reading teachers or Third party presenters Parents/Principal Reading teachers or Third party presenters Princ. Candidate	1 <sup>st</sup> Parent trning night Evaluate training 6 <sup>th</sup> Parent training night	Wk.1- 2 <sup>nd</sup> 6 weeks. Repeat with improvements 1 <sup>st</sup> wk of January
<b>Provide specific training for helping students with Writing test prompts.</b> <b>Provide a Spanish</b>	Writing teachers or third party presenters Parents/Principal Writing teachers or Third party presenters Princ. Candidate	2 <sup>nd</sup> Parent training night Evaluate training 7 <sup>th</sup> Parent training night	Wk2.- 2 <sup>nd</sup> 6 weeks Repeat with improvements 2nd wk of January

Task	Who?	What?	When?
set for non-English speaking parents.			
Provide specific training for helping students with Math prompts. Provide a Spanish set for non-English speaking parents.	Math teachers or third party presenters Parents/Principal Math teachers or Third party presenters Princ. Candidate	3 <sup>rd</sup> Parent training night Evaluate training 8 <sup>th</sup> Parent training night	Wk3.- 2nd 6 weeks Repeat with improvements 3rd wk of January
Provide specific training for helping students with Science prompts. Provide a Spanish set for non-English speaking parents.	Science teachers or third party presenters Parents/Principal Math teachers or Third party presenters Princ. Candidate	4 <sup>th</sup> Parent training night Evaluate training 9 <sup>th</sup> Parent training night	Wk. 4- 2 <sup>nd</sup> 6 weeks Repeat with improvements 4th wk of January
Provide specific training for helping students with SS prompts. Provide a Spanish set for non-English speaking parents.	SS teachers or third party presenters Parents/Principal SS teachers or Third party presenters Princ. Candidate	5 <sup>th</sup> Parent training night Evaluate training 10 <sup>th</sup> Parent training night	Wk, 5- 2nd 6 weeks. Repeat with improvements 5th wk of January
Assess attainment of student learning outcomes.	Teachers Principal, Counselor Princ. Candidate &	6 week tests and/or grade averages Administer STAAR assessments	@ 6 weeks.  According to spring testing schedule
Report student performance. Provide a Spanish translation for non-English speaking parents.	Teachers TEA	Report cards Student performance posted on TEA/Pearson website	@ 6 weeks According to TEA reporting schedule

Task	Who?	What?	When?
<b>Evaluate student outcomes/deficits</b>	Teachers  Principal Princ. Candidate	Review student performance, note deficit areas and/or groups with deficits. Note areas of excellence.	Daily & @ 6 weeks  August In-Service when reports are made public.
<b>Determine Mitigation strategies.</b>	Teachers  Principal Princ. Candidate	Review outcomes, determine weaknesses, and develop strategies to “fix” weaknesses. Determine effectiveness of parent training.	Daily & @ 6weeks  August In-Service when reports are made public.
<b>Evaluate &amp; report to SBDM, PTO, 7 parents. Student results and effectiveness of parent training partnership – suggested mitigation strategies for year two of STAAR, the year that counts. Provide a Spanish set for non-English speaking parents.</b>	Principal	Report to Parents Present mitigation strategies (suggest modified parent training planned for year 2.)	First P.T.O. Meeting & first SBDM meeting.
<b>Repeat year 1 with modifications</b>	Principal, Teachers, PTO officers Princ. Candidate	Prepare teachers, students, and parents to successfully complete second year of STAAR testing	See previous schedule modified per suggestions of parents, teachers, principal.
<b>Year two – Set improvement goals based upon year 1 performance and posted state achievement standards.</b>	Principal Teachers Princ. Candidate	Set year 2 Achievement goals	August In-Service when reports are made public.

### Week 3 Assignment, Part 2: Establishing an Evaluation Process

The ultimate goal of the family-school-community partnership that you are advocating is increased student achievement. You have established measurable goals for the proposed partnership. How will you know that the partnership has met those goals?

Describe the evaluation process that you will use to assess the outcomes of the proposed family-school-community partnership.

A Spanish translation of items mentioned below will be provided to non-English speaking parents.

Parent trainings:

- 1) Parents will complete a questionnaire rating their perceived effectiveness of the STAAR trainings and they will make suggestions for improvements after each training;
- 2) After testing results are posted, parents will complete a survey to clarify parent training program strengths and weaknesses;

Student Learning Outcomes:

- A) Students' work is evaluated on a daily basis average results are reported to parents @ 6 weeks;
- B) Students will take STAAR assessments in Spring;
  - 1) Student performance will be reviewed
    - a) teachers will evaluate class results to determine individual student weaknesses;
    - b) counselor and principal will evaluate class and campus results to determine:
      - 1) individual student weaknesses;
      - 2) generalized instructional weaknesses and strengths, by teacher, and/or student group;
    - c) Superintendent, counselor, and principal will review overall district results by campus to determine generalized weaknesses and strengths on each.

What are the measurable goals that you have established for the proposed family-school-community partnership? What criteria will you use to determine if the partnership has met those goals?

- 1) At least 50% of parents on each campus attend the STAAR preparation organizational meetings.
- 2) At least 80% of those parents attend each of the subject specific STAAR training to help them better help their students.
- 3) At least 50% of parents on each campus attend the January repeat trainings.
- 4) At least 80% of parents attending STAAR parent training classified the training as very effective in helping them help their students be successful STAAR test takers and increasing their child's academic knowledge and skills;
- 5) At least 80% of the parents attending the training would recommend attendance to their family and/or friends that did not attend in year 1.
- 6) At least 80% of the parents who attended last year's training will come to future trainings;
- 7) At least 80% of teachers felt STAAR parent training made a difference in their student's STAAR performance.
- 8) At least 80% of students completing STAAR achievement tests achieve at least a 70% success rate on each test.

### How do you envision using the data that will be generated from the evaluation process?

The data from parent surveys will be collected in spread sheets and reported to all stakeholders verbally at meetings and in writing/emails to those who cannot attend. This information will be utilized to determine the effectiveness of this project; determine student and teacher weaknesses; and pinpoint possible content and/or methods that must be revised by teachers to improve academic goal attainment next year. Additionally the data will indicate whether parent involvement in the educational process helped or hindered their student.

Data from student performance will be reported via statewide performance databases made available to districts and the public and updated annually by TEA. The reports are generally in the form of tables and referred to as AEIS reports in .pdf file format. These tabular data sets will be reviewed by local administration and teachers to determine weaknesses and strengths of each child and/or teacher. This information will be combined with the TEA official AEIS reports, reported in August annually, and made part of each campus improvement plan. The individual reports are utilized by the site based decision committees to set performance goals and attainment strategies for the coming year each September.